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ABSTRACT

This paper examines the current state of communication education being offered in master of business administration (MBA) programs. Key individuals at 51 MBA programs, drawn at random from a comprehensive national listing of current MBA programs, completed surveys in which "communication education" was defined as any course or course segment which addressed public relations or business communication subjects, including a range of strategies and skills. Results indicated that: (1) most faculties rate communication as relatively unimportant in their programs; (2) most students spent 10% or less of their MBA education on communication topics; (3) most respondents reported no required communication course in their programs; and (4) less than 30% of responding schools have a single faculty member who coordinates communication courses. Findings suggest that communication education does not rate very high in MBA programs, that MBA programs need to be shown how public relations and communication concerns and issues are inseparable from other business subjects, and that teaching effectiveness would be enhanced by assimilating communication components into course projects. (Four tables of data are included. Contains 83 references.) (RS)

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A STUDY OF

PUBLIC RELATIONS EDUCATION IN MBA PROGRAMS:

CHALLENGES AND OPPORTUNITIES

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A STUDY OF PUBLIC RELATIONS EDUCATION IN MBA PROGRAMS: CHALLENGES AND OPPORTUNITIES

This paper examines the current state of public relations communication education in MBA programs and suggests that public relations courses can provide communication skills needed in the curricula to better prepare future managers for the emerging "human" challenges in today's -- and tomorrow's -- increasingly complex business environment.

Historically, master of business administration (MBA) programs in the U.S. have supported communication education in word, but have largely ignored it indeed. In part, business school faculty have mistakenly expected MBA students to have mastered basic communication skills during undergraduate study or on-the-job experience. A far more likely reason, however, is the common perception held by many business educators and professional managers that communication is not an important element of management or leadership. Communication and public relations factors are considered by corporate management and, therefore, by business schools, to be "soft" staff functions and non-contributors to the bottom-line.

This common belief among managers that public relations adds little value to organizational performance is troubling, especially in light of Fortune's recent cover story probing the devastating "trust gap" existing between top management and employees (Farnham, 1989). This deterioration of the ties that bind managers and workers together is due, in large part, to upper management's unwillingness to listen to employees, and its infrequent and heavy-handed communication efforts. At the root of this problem, Ruch and Goodman (1983) have argued, are American business schools because they are "turning out graduates who do not know how to communicate and have not been taught the importance of good communication as the essential basis for effective leadership" (7).

This paper examines public relations education, the shifting focus of business education and the increasing need for communication education in MBA programs. A survey was conducted to assess the current state of communication education being offered in MBA programs. In addition to reporting the results of the survey, suggestions for public relations faculty involvement in MBA programs are explored.

The State of Public Relations Education

Traditional public relations education housed in communication or journalism schools has also come under scrutiny and continuous evaluation. According to pr reporter (1992,1) "Because today's students are tomorrow's pr managers, and today's mid level managers are tomorrow's presidents, increased attention is being focused on pr education and training." Much of the research in public relations education has been on concerns about the location of programs and course content. One of the major topics debated centers around the best academic "home" for public relations, but as Grunig (1989) points out, "Conceptually, any of them would work" (21).

Course content and curricular concerns have been the focus of many task forces, panels and research efforts. And while the importance of including management in public relations curricula has been recognized and encouraged (VanSlyke Turk 1989), the business and management programs have not recognized a reciprocal need. As one recent analysis on the status of public relations education stated, "Public relations isn't wanted in MBA land" (Wright and Van Slyke Turk 1990, p11).

Not surprisingly, public relations professionals have for some time acknowledged the need for public relations topics to be taught in the business schools. King suggested that as "talents and skills" required of future CEOs change the importance of including public relations and communication subjects in business schools dramatically increase. Baskin (1989) also recognized the need for public relations in business programs and suggested a MBA concentration in public relations as an example worth of further study. Including public relations in MBA programs would introduce future managers to issues affecting such areas as media relations, public affairs and community relations which can directly strengthen the bottom line. A working understanding of public relations by managers can also increase top executives' emphasis on ethics and corporate social performance. Koten (1986) proposed that it is the responsibility of communication professionals to help business and management strive for higher standards.

There are also serious drawbacks to the public relations profession as a result of this dismissal from the business schools. Without public relations in MBA programs, future managers will lack the understanding of how it fits into the corporate game plan. Perhaps even more damaging is the perceived notion that if public relations isn't important enough to be

taught in the MBA program it is not important to management.

The Public Relations Society of America recognized the importance of dispelling this viewpoint by including in its *Blueprint 2000* a goal to focus on "persuading leaders that public relations is a relevant, viable, strategic management discipline that utilizes aspects of the behavioral sciences." One means identified to achieving this vision is to "forge relationships with allied disciplines."

These new efforts to integrate public relations into the total business environment have significant advantages for the future of public relations. As Baskin and Aronoff (1992) explained "As management is increasingly aware of the importance of effective public relations, public relations staffs grow both in numbers and in influence."

But why haven't business school leaders recognized the advantage of incorporating public relations education in their MBA curricula? Wright (1982) found that even with the growth of public relations courses in journalism and communication schools, most major business schools still did not include public relations courses in their programs. Indeed, if this study was to only focus on public relations courses offered in MBA programs, it would be very short. One encouraging trend is that some business schools have begun to reevaluate the importance of communication in MBA training and are, in a few cases, adding courses on such topics as communication strategies for business leadership.

What exactly is the state of MBA education and what role, if any does communication and public relations play in it? Until that question is answered the future of public relations in MBA programs is unclear. Understanding how MBA faculties view and use communication in their programs can provide a starting place to examine the future shape of public relations in MBA programs. Part of this examination should include a review of how business education has changed and an investigation of communication courses and topics currently being offered.

The Shifting Focus of Business Education

Interest in the quality and focus of business education in the U.S. has never been greater than it is today. As that interest has risen in recent years, so has the controversy surrounding the direction business education is and should be taking. Some prefer the traditional route which stresses quantitative skills. Others opt for new directions which seek to balance the "numbers" orientation with a "behavioral" or "people" orientation.

Since the post World War II era, American business schools have been recognized as the most progressive in the world. Today, however, they are at the center of an ongoing national debate over how effectively they are preparing MBA students for the shifting demands of an increasingly competitive and culturally diverse business environment. This debate was given impetus with Porter and McKibbin's (Porter 1988) national study of management education. They found that business schools need to review curricula in light of transforming business needs noting that as organizational structures become flatter and formal types of authority give way to more collaborative types of relationships, "negotiating and communicating skills become critical" (11, emphasis added).

The Role of Communication in Management

Workers today are better educated and more sophisticated than their predecessors. They are motivated more by their needs for self-fulfillment and self-management than their needs for security and formal authority. At the same time, business has been forced to confront a host of new market pressures, such as: a shortage of skilled labor; a wave of mergers and restructuring; increasing internationalization; and stagnant productivity rates.

With these changes have come new and different demands on management. Managers are still expected to be tough and demanding, but they're also being asked to become more human and communicative dealing with employees, customers, stockholders, suppliers and the media as well. The lines separating managers and non-managers are blurring as the analysis-driven "rational" model of managing (Peters and Waterman 1982) gives way to more "people"- or "relationship"-oriented management models (O'Toole 1985, Pincus and DeBonis 1992). Kanter (1989) said increasing levels of "complexity and interdependency" (85) in the business environment have called for "the new managerial work, "a new balance of power in the workplace, one in which managers and employees must share and negotiate for resources.

At the heart of the manager's changing profile is the ability to communicate effectively with a variety of constituencies inside and outside the organization. Many chief executive officers have maintained for some time that communication is vital to good management and to meaningful organizational life (Barnard 1938; Lyet 1978,18; Shapiro, 1984,157).

More recently, top executives have positioned communication and public relations as management functions directly tied to meeting organizational objectives (Smith, in"Our Top

People Need Help," 1985; Burson in Horton, 1986, 189; Hawley in Steiner, 1983, 56). Similarly, in their studies of Fortune 500 CEOs in 1987 and 1989, Pincus, Rayfield and Cozzens (1991) found that CEOs strongly believe that their personal communication efforts positively influence employees' loyalty and performance, as well as organizations' bottom-lines. Some managers are beginning to translate these beliefs into their organizational behavior. Executives are devoting more time to communication activities than ever before. Management pioneer Peter Drucker estimated that top executives spend up to 75 percent of their time on public relations-oriented activities (Wilcox, Ault and Agee, 1989, 68). Fortune 500 CEOs have been increasing time devoted to communicating with employees from about 15 percent in 1986 to almost 19 percent in 1989 and wish it could be 23 percent (Pincus, Rayfield and Cozzens, 1991).

Long concerned with the art and science of management, business educators have begun to extend their focus to the concept of leadership as well. This relatively new emphasis on ways to lead may reflect concern with what Kotter (1990) and Bennis and Nanus (1985) have argued is a "leadership crisis" in American business; that is, a shortage of individuals who can take the longer view and understand how to motivate large groups -- such as employees, customers, stockholders -- to want to achieve a common goal (Bass, 1981, 9).

A number of business researchers have devoted considerable effort to examining the similarities and differences between leadership and management (Kotter, 1990b; Zaleznik, 1989; Bennis, 1989; Kouzes and Posner, 1987). In an effort to simplify these distinctions, Bennis and Nanus (1985) suggested that "managers do things right, while leaders do the right things" (21). Kotter (1990a) said that management "is about coping with complexity" and bringing "order and consistency" to organizational life, while leadership is "coping with change" in order to bring purpose to people's lives and futures (103). Business organizations today need both strong managers and leaders.

One point permeating this body of information is that leadership and management are different in some ways, but each process ultimately attempts to create productive human relationships through effective communication. Pincus and DeBonis (1992) argue that leadership is, for all intents and purposes, a communication process because it primarily seeks to strengthen human relationships by increasing trust and understanding between parties. Ruch and Goodman (1983) have said that "leadership is a relationship . . . It's a way of interacting -- of communicating -- with other individuals according to rules adhered to by both leader and

followers" (121).

So, it appears that a newly emerging challenge facing business school educators is to inculcate in its graduates not only the essentials of management, but the fundamentals of leadership as well. Common to the teaching of both concepts is the need to understand how to apply a broad range of communication and human relations skills and strategies. "Of all the forces and conditions that influence the course of business leadership," wrote Ruch and Goodman (1983), "communication is the one thread that can make the difference" (21-22).

The Increasing Need for Communication Education in MBA Programs

Several studies have discovered increasing need to include communication topics in MBA programs. In 1975, Hambrick's (1975) survey of MBA graduates and faculty listed "written and oral communication" among the most important objectives of MBA programs. A Nation's Business report said business executives complained that "employees who were ticketed for eventual high-level jobs can write no better than 10th graders" ("The Mystery of the Business Graduate," 1977, 60). The report revealed efforts undertaken by graduate business schools had moved to correct this weakness with specialized writing courses which emphasized technical fundamentals.

Harvard recruiters said the school could best improve its MBA program by teaching students how to write and speak effectively (Kiechel, 1979). Shortly after that recommendation, Harvard installed a required first-year "Management Communication" course in its MBA program.

Should programs focus primarily on the technical communications skills or, should strategic approaches to communication be emphasized more? Yates (1983) has argued that analytical skills should be stressed over communication skills because "strategy necessarily precedes style" (77).

Feinberg and Pritzker (1985) found that business executives want more MBA emphasis on judgement skills, such as logical thinking, appearance of communication, brevity and clarity. Pincus and Rayfield (1991) found faculty and student agreement on the need for and importance of MBA communication education, a desired emphasis on both technical skills and strategic abilities, and the need to make communication an integral part of the curriculum.

Communication education is approached in several ways, as Munter (1983) found: (1)

a separate required course in management communication; (2) a required communication course for students not passing a diagnostic test; (3) an elective course or voluntary workshop in business communication; and (4) an integration of communication theory and application into other business courses. Whatever the approach, Munter said that "most graduate level [business communication] courses are advanced, not remedial . . . not spelling, punctuation or placement of the return address on a letter."

After informally surveying leaders of the nation's top business schools, Main (1989) found that the MBA of the future would have to meet five new priorities: (1) a global perspective, beginning with requiring knowledge of a foreign language and culture; (2) sharper speaking, writing, negotiating and other so-called "soft" skills; (3) an understanding of ethics; (4) greater emphasis on managing and using technology; and (5) experience in the field as consultants or interns (80).

There are occasional positive signs that things may be changing. Communication education in some MBA programs is slowly improving. New courses in communication, organizational behavior, debate and negotiation, media relations and crisis communication are now underway at more then a dozen major business schools (Main 1989; Deutsch 1990; Byrne 1991).

Business professionals and faculty appear to agree that MBA students need comprehensive communication skills. Most research also indicates that business schools have not stressed communication in their curricula and, therefore, MBA graduates are not as well qualified in either basic communication skills or strategies as they should be. There seemed to be little agreement among business school faculty and administrators whether business communication is "best" packaged as free-standing courses or as modules integrated into other business courses. Regardless of the format, however, the need to include strategically oriented communication topics in MBA programs appears to be gradually gaining support. The need to explore current MBA programs and their approaches to communication education is long overdue.

Methodology

Based on information in the literature review, key individuals at current MBA programs throughout the United States were surveyed to assess the state of communication education being

offered to future business leaders. The term "communication" was used due to the often unclear or limited understanding by business faculty of just what public relations topics might include.

The research questions developed included:

1. How do business schools' faculty view communication education as part of MBA programs (importance, emphasis, growth)?

2. What forms of communications education are required or available in MBA programs (courses required and offered, topics covered, communication-related courses required and offered)?

3. Who teaches communication in today's MBA programs (qualification, status and specialties of administrators and teachers)?

4. What specific comments do business educators have about communications in MBA programs?

"Communication education" for the survey was defined as any course or course segment which addressed public relations or business communication subjects, including a range of strategies and skills. Multiple choice and fill-in questions asked for demographics, the amount of communication education required or made available to MBA students, how communications education had changed over time, and subjects and courses offered. Respondents were asked to evaluate their schools' communication programs both objectively and subjectively.

The names and addresses of deans or directors of schools were taken from a comprehensive national listing of 600 MBA programs. Based on a random start, each third school in the list was selected for survey. A covered letter asked that the school head or "the one other individual most responsible for communication education in your MBA program" complete and return the questionnaire.

Sixty-three of the 200 queried responded. A second mailing garnered one additional response for a 32 percent respondent rate. Fifty-one responses were usable, for a 26 percent rate.

Findings

Demographics

Responding MBA programs averaged 163 students and 21 faculty members devoted to the

MBA program. The average was 47 semester units and 29 months student tenure to obtain the degree. Titles given by those responding included: Dean 3; Director 22; Professor 9; Assistant Professor 4; Coordinator 8; not given 5.

Views of Communication Education

Respondents were asked how important their schools' faculties would rate business communications overall on a scale of 1-10, with 10 being the most important. The mean response was 5.3, with less than 20 percent rating the subject 7 or higher. More than half the respondents indicated that the typical MBA student at their school spends 10 percent or less of time on communications topics, including lectures, in-class participation and outside assignments. Four respondents' comments cited shortage of time for communication education as a specific shortcoming of their programs

Respondents indicated that no programs have decreased communication education during the past five years. The average percentage gain in programs over this period was 25 percent. However, this figure is somewhat inflated because two schools reported 100 percent and 500 percent gain respectively. The median gain was 10 percent.

As could be expected, how important all MBA faculty believed communication education is (as perceived by the respondents) affects course importance. For example, there is a significant and positive relationship between perceived importance of business communication to the faculty and the communication topics covered in the program.

However, there is no significant correlation between faculty perceived importance of communication and increases in programs over the past five years ($r = .08$, n.s.), or the percentage of the students' programs devoted to communication ($r = .26$, n.s.), as had been anticipated.

Communications Courses Required / Recommended

Seventy percent of the respondents reported no required communication courses. Of those indicating at least one required communication course, Table 1 shows the number of schools requiring each. This is given by subject area, since there were disparate titles for most subjects. Some areas listed by respondents are not communications subjects in the generally accepted sense (e.g. administrative procedures, accounting and finance, and quantitative decision methods). The last column in Table 1 indicates the number of schools recommending, but not

requiring, communication courses. About one-third of respondents listed have no recommended courses in communication. The most often identified course was Communication Tactics and Practice, with 11 schools requiring it and 9 schools recommending it.

As tables 1, 2, and 3 imply, respondents' MBA programs average less than one required course and one recommended course per school. Several respondents noted that one course in not adequate. One said: "Our MBA program requires one course in communication and it is effective, but it is difficult to cover in one semester all the topics that are needed."

Where courses exist they may be avoided when not mandatory, one respondent commented: " Executive communication is rated highly as a needed course by previous students. Success: it is a course of high quality. Failure: It is not require." Wrote another respondent: "Communications apprehensives have developed a well honed set of avoidance and coping skills and are not, for the most part, enrolled in the course at present."

A few seemed content with a single course: "I feel our present course in communication is effective and meets the needs of the students," or with none: "We do a lot of communication across the curriculum in our MBA. We have no communication courses, although many have communications topics."

Required Communications Modules

Respondents were provided lists of strategic and skills communication courses. Each was asked to indicate which were covered either as part of required communications courses or as required modules in other business courses. Results are shown in Table 2 for Strategy Topics and Table 3 for Tactical Skills.

Audience analysis, employee communications and persuasion are the strategic topics most often required in communication courses. Management presentation, public speaking and memoranda writing are the topics most required in skills communications courses.

As for communication modules required in business courses, leadership and negotiation are the most cited strategic modules. Management presentations and business plan writing are the most frequently cited communication skills topics. Several strategic topics were added by respondents. A few of these -- the bottom line, management and language -- don't reflect traditional outlooks on communication and no descriptions were given. Yet, one can see potential communication connections.

As expected, there is a significant positive correlation between communication as a

percentage of MBA education and the number of courses and segments offered. This is true of four required strategic topics in communication. It is also the case between communication as a percentage of MBA education and three strategic subjects which are part of business courses. That is not so between percentage of communication education and perceived importance of communication or percent increase of communication education.

Based on these responses it is clear that communication education at the MBA level is less than uniform. Even a single executive communication course in not required everywhere, and where offered as topics, is often neglected. This is to some extent due to a lack of perceived need by administrators and faculty. More often, however, the need is recognized but loses urgency when forced to compete with traditional business courses for a place in the curriculum.

Further, schools whose faculty most highly value communication education are most likely to require communication courses. This is true for almost two-thirds of the topics cited under both strategies and skills. The requirement for communications topics in business courses is more frequent in schools where communications is also highest as a percentage of total MBA education. This implies that those who teach the most communications courses also require the most communications educations as a part of business courses.

Communications-related courses

Communications related courses fare somewhat better than pure communication courses, overall. Respondents were asked whether courses in marketing, leadership, organizational behavior, personnel/human resources and/or sales management were available or required, and if so, in which departments taught. Results are available in Table 4.

Schools averaged one course required and just over three courses offered each. Only one-third offer a course in leadership (although about half require leadership study in communication or business courses). Only 39 percent required marketing as a part of the MBA curriculum although it is offered by 78 percent.

Marketing and organizational behavior were most cited by responding schools as available and as required. But 60 percent of respondents do not require any of these communications-related courses. Only two of these courses appear related to program importance or value. Human resources is required more often in programs with the most increase in communication education in the past five years. And sales and sales management

were offered more often where communication is a larger percentage of MBA education.

Most (71 percent) of these courses are taught in business school departments. None were taught in communication or journalism departments.

Communication Faculty

The third research question asked about business communication faculty. Seventeen faculty members were listed as full-time teachers. Fifteen of 46 respondents indicated that their programs have a single faculty member to coordinate communications courses. Of these, 10 hold Ph.D. degrees, one had a Master's Degree and four degrees are left unspecified.

Communication faculty from responding schools were reported to be from business departments (22), communication departments (1) and various other departments (4).

Respondents listed business communication faculty as representing some 50 specialties. Those specialties reporting more than two included English, Management, Marketing and Organizational Behavior.

The View of Business School Faculty

Responding business school faculty indicated that their schools' faculties would rate business school communication education an average of 5.3 on a 10 point scale with a median score of 5. That represents respondents' perception of their entire MBA program faculty, not those of communication faculty. "Essentially," summarized one, "the college has no strong commitment to communication education (but) students do seem to perceive its significance." Another concluded that "we are doing a terrible job with teaching communication." A third voiced the complaint that "it has been difficult (impossible?) to communicate to the MBA faculty the importance of communication to the MBA. Quantitative methods are the prime concern."

Respondents themselves seem evenly split on the quality of their programs. A subjective assessment of the open-ended comments of 38 respondents reveals 16 are generally positive about their schools' communication programs, two neutral and 15 negative.

Overall, respondents seem to recognize the importance of skills-oriented communication education. Said one: "We continually hear from the business/government community that all universities need to improve their ability to give their students higher level skills in both written and oral communication." Many recognized the need for more: "Faculty believe in communication and require students to give presentations in class. However, faculty recognize

the need for a managerial communication class at the graduate level." Nine respondents specifically cited improvements needed in their programs.

But, others saw less need: "I don't think a separate communication course would be appropriate. We do stress writing and oral skills in all appropriate courses."

Though they did not agree on how and when it should be applied, most faculty members believed in communication education for MBA students. And many believed their communication programs are of significant help to MBA students. This success was attested to by students who receive the courses, as six respondents noted in the open-ended comments.

Based on this survey, only 32 percent of the programs have a single communication coordinator and 37 percent of faculty members are full time teachers. It is generally assumed that a program of instruction fares better with a single coordinator who is a full-time faculty member and can provide overview, planning, consistency and continuity. This presence correlates positively with program size and increase over the past five years, but negatively with communication as a percentage of the MBA program.

Open-Ended Comments

The final research question asked what comments business educators have about communication in their MBA programs. Three additional problem areas surfaced in the open-end comments that were not addressed elsewhere. The first had to do with improving communication of foreign students. The second was concerned with business communication texts and the third discussed extracurricular activities with communication impact.

Summary

While the current state of communication education in MBA programs is disappoint and not unexpected, it is nonetheless alarming. Most respondents said that their faculties rate communication as relatively unimportant in their programs and that most students spend 10 percent or less of their MBA education on communication topics. Most indicated that communication education in their programs has increased over the past five years, but the majority of the respondents reported no required communication course in their programs which MBA students are required to take. About one-third listed no elective communication courses which MBA students are encouraged to take.

Less than 30 percent of responding schools have a single faculty member who

coordinates communication courses. Two-thirds of those hold Ph.D. degrees. Most who teach communication courses are business professors. About 5 percent are from communication departments.

Conclusions and Discussion

Results of this study show that communication education does not rate very high in MBA programs. While there has been an increase in communication offerings in respondents' programs, it appears that MBA programs are seriously remiss in reshaping curricula to conform to the new configuration of skills required of business managers and leaders.

Communication and public relations skills are vital to the success of aspiring managers and business leaders. Unfortunately, most MBA programs fail to meet the minimum standards of communication education necessary to adequately prepare graduates for the increasing and diverse communication demands of contemporary business life. The need for prospective managers to possess not only the skills of communicating but also an appreciation of strategic communication factors was recognized by Ruch and Goodman (1983): "By any assessment, business school education and corporate executive training are not providing sufficient preparation in communication skills. Nor are they providing substantive educational experiences that give the student or executive the opportunity to develop an enlightened understanding of the communication process as it applies to the modern corporation" (65-66).

Most business schools need to revise their approaches to communications education if their MBA graduates are to be minimally prepared for the competitive demands of the international marketplace. Central to this revolutionary change is the need for business school administrators to recognize that communication can no longer be viewed as merely a minor "add-on" set of "talking and letter writing" skills. It must be accepted as an integral strategic element of business education, equal in importance -- but not necessarily in concentration -- to such topics as finance, marketing and organizational theory. Communication is, after all, the essential bridge which, if used effectively, can connect the business executive with the many and varied constituencies affecting organizational survival.

Nevertheless, if the necessary changes in communication's place in MBA programs lack the support from the business school faculty and administrators, what is the solution? To us, the answer is unavoidable. It must come from public relations educators and professionals.

Perhaps, public relations faculty need to use their own persuasive and diplomatic skills in promoting the vital role communication -- both skills and strategies -- plays in managing and leading organizations today. MBA programs need to be shown how public relations and communication concerns and issues are inseparable from other business subjects and how teaching effectiveness would be enhanced by assimilating communication components into course projects.

Topics most often identified in this study as required or desired in MBA programs, such as audience analysis, employee communications and persuasion, fall naturally into the public relations course work. Supporting evidence of courses in media relations and crisis communication taught at schools such as Dartmouth, Emory, Harvard, NYU, Northwestern and Penn (Deutsch, 1990; "Top Business Schools Offer Crisis Communication," 1990; "Training MBAs for Prime Time," 1990) show some of the interesting possibilities. Perhaps as a prelude of things to come, Yale now offers an elective second-year course featuring strategic communication issues such as "managing the AIDS epidemic, which examines public policy responses to the disease" (Byrne, 1991, 97).

For most business schools, the revolution will not involve large monetary investments. But it does demand big changes in philosophy and attitudes by both public relations and business faculty. For example, public relations and communication courses should be taught by trained communication teachers. These individuals are already available on campus in journalism and communication schools. Professional communication faculty should be involved in designing and teaching communication courses, as well as coordinating with other faculty to evaluate the communication components of appropriate course projects.

Opportunities must be sought out to make connections across disciplinary lines and territories. Possible actions might range from guest lectures, research projects or even team teaching and joint course offerings. In these times of decrease budgets and increased workloads, it is hard to add additional burdens and responsibilities onto faculty. But if public relations faculty do not make this effort to champion the recognition and inclusion of public relations in MBA programs, the profession will never realize entry to corporate decision making at the highest levels.

TABLE 1: REQUIRED COMMUNICATION COURSES

SUBJECT AREA	# OF SCHOOLS REQUIRING	# OF SCHOOLS RECOMMENDING
COMMUNICATION TACTICS & PRACTICE	11	9
COMMUNICATION ANALYSIS & STRATEGY	4	4
MANAGEMENT	4	4
WRITTEN COMMUNICATION	3	4
ACCOUNTING AND FINANCE	3	
BUSINESS POLICY & OPERATION	3	1
MARKETING & MARKETING COMM.	3	1
COMMUNICATION SYSTEMS	2	
HUMAN RESOURCES/RELATIONS	2	3
LEGAL, ETHICAL & SOCIAL ENVIR. OF BUS.	2	
NEGOTIATION & DISPUTE RESOLUTION	1	3
ORGANIZATIONAL BEHAVIOR	1	3
POLICY & STRATEGY	1	
QUANTITATIVE DECISION METHODS	1	
ADMINISTRATIVE PROCEDURES	1	1
ADVERTISING STRATEGY		2
LEADERSHIP		2

N=51

TABLE 2: STRATEGY TOPICS

SUBJECT	% OF SCHOOLS REQUIRING AS PART OF REQUIRED COMM. COURSE	% OF SCHOOLS REQUIRING AS REQUIRED MODULE IN BUSINESS COURSE
AUDIENCE ANALYSIS	31	24
BUSINESS-MEDIA RELATIONS	18	24
CUSTOMER COMMUNICATION	24	37
EMPLOYEE COMMUNICATION	29	39
ISSUE MANAGEMENT	10	37
INVESTOR RELATIONS	10	33
LEADERSHIP	25	47
MASS COMM. CONCEPTS	12	18
NEGOTIATION STRATEGIES	16	47
PERSUASION STRATEGIES	29	31
PUBLIC OPINION	10	25
STOCKHOLDER RELATIONS	6	31

N=51

TABLE 3: TACTICAL TOPICS

SUBJECT	% OF SCHOOLS REQUIRING AS PART OF REQUIRED COMM. COURSE	% OF SCHOOLS REQUIRING AS REQUIRED MODULE IN BUS. COURSE
BUSINESS INTERVIEWING	27	14
MEDIA INTERVIEWING	6	10
APPRAISAL INTERVIEWING	16	25
MANAGEMENT PRESENTATIONS	43	35
LETTER WRITING	33	12
MEETING MANAGEMENT	29	16
MEMORANDA WRITING	37	8
PUBLIC SPEAKING	39	22
BUSINESS PLAN WRITING	12	35
REPORT WRITING	33	31
RESUMES/COVER LETTERS	22	14
TELEVISION TALK SHOW	4	4
CONCEPTUALIZING VISUALS	25	14
MEDIA WRITING	8	10

TABLE 4: COMMUNICATION-RELATED COURSES

SUBJECT	% WHERE COURSE AVAILABLE	% WHERE COURSE REQUIRED	DEPT. BUS.	WHERE COMM.	TAUGHT OTHER
MARKETING	78	39	53	0	47
LEADERSHIP	33	10	83	0	17
ORGANIZATIONAL BEHAVIOR	84	37	81	0	19
PERSONNEL/HUMAN RESOURCES	71	10	88	0	12
SALES/SALES MANAGEMENT	37	2	100	0	0

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